DOCUMENT RESUME

ED 217 774 HE 015 152

TITLE	Georgia Postsecondary Education: Where We Are and Where We Need To Be, or Studying a Porcupine.
INSTITUTION	Governor's Committee on Postsecondary Education, Atlanta, Ga.
PUB DATE	[Dec 81]
NOTE	24p.; Photographs may not reproduce well.
AVAILABLE FROM	Governor's Committee on Postsecondary Education, 66 Luckie Street, N.W., Suite 808, Atlanta, GA 30303.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Access to Education; Career Counseling; Change Strategies; College Bound Students; Educational Counseling; Educational Opportunities; Education Work Relationship; Financial Problems; Intercollegiate Cooperation; Needs Assessment; Nontraditional Students; *Postsecondary Education; Private Colleges; State Colleges; *Statewide Planning; *Student Needs
IDENTIFIERS	Blue Ribbon Commissions; *Georgia

ABSTRACT

Nine concerns about postsecondary education voiced by educators, business, and other citizens in Georgia are addressed, as part of a needs assessment conducted by the Governor's Committee on Postsecondary Education. The following nine concerns are discussed and designated as true or false: Georgians are aware of postsecondary educational opportunities available to them (largely false); Georgia's postsecondary education institutions provide citizens throughout the state with a broad set of educational and training opportunities (largely true); the future existence of Georgia's private institutions is secure (somewhat true); Georgia's postsecondary education institutions provide students with education and training to meet their career needs (largely true); Georgia's postsecondary education institutions adequately identify and respond to changing needs (somewhat false); Georgia's postsecondary education institutions communicate and cooperate with each other (largely true); Georgia's postsecondary education institutions provide adequate educational and career counseling services to students (somewhat false); Georgia's postsecondary education institutions provide adequate educational opportunities for the changing compositions of their student bodies (largely false); and lack of money is a serious problem for many Georgia postsecondary education students (largely true). It is recommended that a postsecondary education commission be established in statute to provide advisory functions, to collect and analyze information on postsecondary education, and to make annual reports and other reports as needed to maintain or improve achievement of statewide goals. (SW)

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Georgia Postsecondary Education

Where We Are and Where We Need To Be

or

Studying A Porcupine

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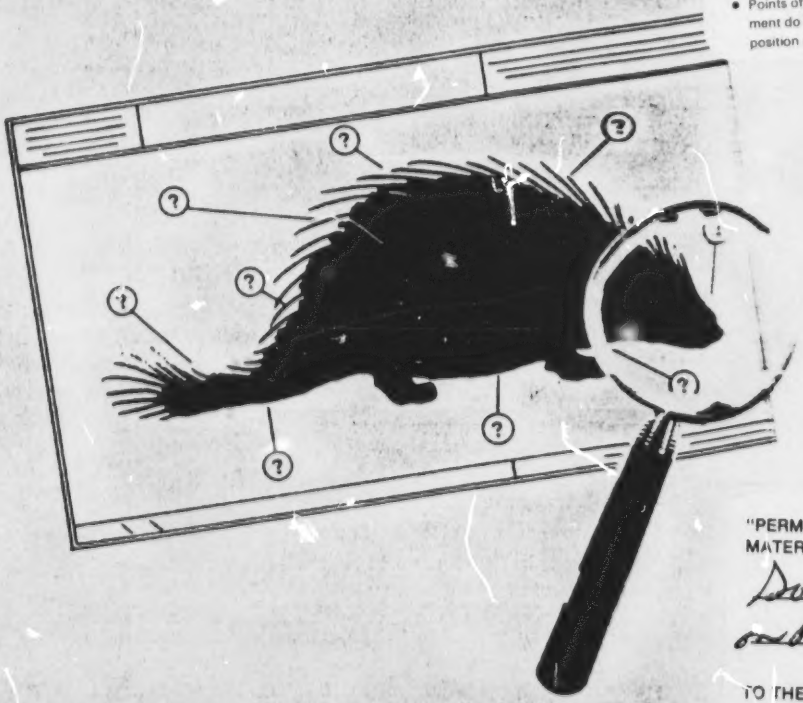

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Governor's Committee on
Postsecondary Education

TRUE OR FALSE?

Georgians are Aware of Postsecondary Educational Opportunities Available to Them ..... Largely False (Page 3)

Georgia's Postsecondary Education Institutions Provide Citizens Throughout the State with a Broad Set of Educational and Training Opportunities ..... Largely True (Page 5)

The Future Existence of Georgia's Private Institutions is Secure ..... Somewhat True (Page 7)

Georgia's Postsecondary Education Institutions Provide Students With Education and Training to Meet Their Career Needs ..... Largely True (Page 9)

Georgia's Postsecondary Education Institutions Adequately Identify and Respond to Changing Needs ..... Somewhat False (Page 10)

Georgia's Postsecondary Education Institutions Communicate and Cooperate with Each Other ..... Largely True (Page 12)

Georgia's Postsecondary Education Institutions Provide Adequate Educational and Career Counseling Services to Students ..... Somewhat False (Page 14)

Georgia's Postsecondary Education Institutions Provide Adequate Educational Opportunities for the Changing Composition of Their Student Bodies ..... Largely False (Page 15)

Lack of Money is a Serious Problem for Many Georgia Postsecondary Education Students ..... Largely True (Page 17)

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CATCHING A PORCUPINE

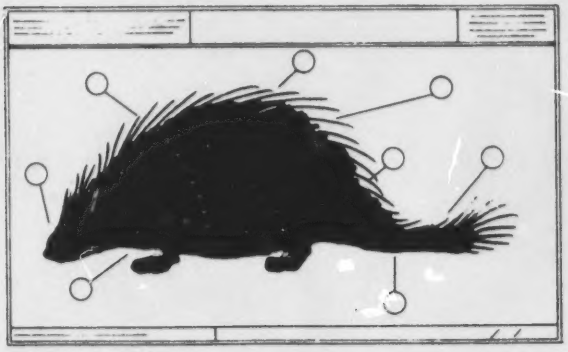
THE POSTSECONDARY EDUCATION PORCUPINE

Catching a porcupine can be a painful experience. An old story tells of a young man who said that doing so was very easy: Just sneak up on an unsuspecting porcupine and quickly drop a washtub over it. An older and wiser man agreed that this method had some merit, but was incomplete. The difficulty comes, he said, when it is time to get the porcupine out from under the tub.

On several occasions this past year the Governor's Committee on Postsecondary Education has been reminded of this story as it went about the task assigned to it by Governor Busbee. That task is to assess the achievements of Georgia postsecondary education compared to the expectations and concerns of Georgians and to make recommendations for improvements. In carrying out the assessment, the Committee collected a great deal of information about postsecondary education in Georgia. Yet, having those facts in hand was like having the porcupine under the tub. The hard part remained -- deciding whether or not the facts showed that postsecondary education was meeting the expectations of Georgians, and making recommendations in areas where improvement was desired. This report summarizes the Committee's effort to get the postsecondary education porcupine out from under the tub.

THE TASK

The Committee was originally established by Governor Busbee in 1978. In June 1979, the Committee issued its first report, Postsecondary Issues: Action Agenda for the Eighties. Responding to one of the key recommendations in that report, Governor Busbee charged the Committee with developing "a set of statewide postsecondary educations goals which respond to the needs of the people of our state." He also directed the Committee to identify ways to measure progress toward the achievement of those goals. Lastly, he commissioned the group to begin an assessment of where the state stands in relation to the goals and to recommend "what steps need to be taken to



close the gaps between where we are and where we need to be."

In August 1979, the Committee began work on the Governor's assignment. With the suggestions and assistance of numerous educators, businessmen, and other private citizens, the Committee developed a set of goals and identified possible ways to measure goal achievement. These were reported in its June 1980 report, Georgia Postsecondary Education in the Eighties: Goals and Objectives.

This work provided the framework on which the Committee would base its assessment. The washtub was in hand, and the Committee was ready to go after the porcupine.

The effort began last summer. First, with the help of a 21-member advisory group of experts from postsecondary education, State government, and business, the Committee developed a plan for the assessment. It was clear that the assessment would be a huge task, so the Committee decided to focus first on those areas which dealt with the opportunities for postsecondary education in Georgia -- especially the appropriateness of the range of opportunities, their availability, and public knowledge of them.

The next step was to gather relevant facts. During the year the Committee conducted surveys of postsecondary institutions in all sectors and of other agencies and organizations. In addition, several surveys of value to the Committee were carried out by doctoral students in the University of Georgia's Institute of Higher Education.

Whenever possible, information already collected by other organizations was substituted for a new survey. For example, data were obtained from the National Center for Higher Education Statistics, the National Center for Higher Education Management Systems, the Board of Regents, the Georgia Department of Education, the Georgia Department of Labor, the College Board, and the Veterans Administration among others. Thus, with the invaluable assistance of all those institutions and agencies, the information was gathered, and the porcupine was under the tub.

When the information on a specific topic had been obtained, the Committee staff would prepare an assessment report. The reports described in detail the findings and proposed assessment conclusions. Ten such reports were prepared. Each report was sent to about 40 "outside reviewers" chosen for their interest or knowledge regarding the topic being examined. Carefully considering all this information, the Committee began trying to pull the porcupine out from under the tub. It reviewed and revised each report at least twice, laboring hardest on assessment conclusions and the recommendations addressing those conclusions.

Georgia's Postsecondary Education Sectors

Public	Colleges and Universities
Public	Vocational/Technical Schools
Private	Colleges and Universities Certificate/Diploma Institutions
Proprietary	Degree-Granting Institutions Certificate/Diploma Institutions

THE REPORT

The following sections describe that portion of the postsecondary education porcupine that has been brought out from under the tub. The description is organized around nine concerns that the Committee has heard from educators, businessmen, and other citizens throughout Georgia. For each concern, the Committee states its relevant findings, concludes how true or false (justified or unjustified by the findings) the concern is, and recommends actions that it believes should be taken.

Clearly, the nine concerns in this report are not the only important ones the Committee has heard. Simply put, the entire porcupine is not yet out from under the tub. A final section of this report describes the steps the Committee believes need to be taken as it looks further at the concerns Georgians have about postsecondary education.

GEORGIANS ARE AWARE OF POSTSECONDARY EDUCATIONAL OPPORTUNITIES AVAILABLE TO THEM: True or False?

Largely False

The Committee found that each sector of postsecondary education has attempted to provide appropriate information about educational opportunities to all Georgia citizens. However, not enough information is available or made known about such opportunities to both counselors and the general public, and especially to certain groups such as older people and women.

COMPREHENSIVENESS/TIMELINESS OF PUBLICATIONS

Diverse types of publications describing postsecondary opportunities are produced by national, regional, state, and substate agencies. However, most publications omit proprietary colleges and certificate/diploma schools (such as business and technical schools) and private certificate/diploma schools (primarily hospital schools of nursing) from their listings. Less than half of all publications examined include more than two sectors -- the public and private colleges/universities. Also, less than half the publications describe programs or degrees awarded. Less than a fourth of them provide information about institutional accreditations, admission requirements, tuition and other fees, availability of housing, or financial aid programs. While a majority of the publications are issued annually or more often, nearly a fourth of them are issued only once or revised only periodically. State publications about financial aid opportunities are distributed widely to high school counselors and students, but not to college students or the general public.

The Committee concluded that although information about postsecondary education opportunities exists through a wide variety of publications and services, the general public does not have adequte information to meet its needs.

DISTRIBUTION OF INFORMATION

Many groups are not receiving information about available opportunities. These include high school students whose school counselors themselves are not being provided with such information. For example, only one agency provides information on and sources of information about occupational and labor market outlooks; and only a limited number of counselors, administrators, and educators receive that information. Overall, groups found to be overlooked or neglected the most were citizens aged 25-55, women wanting to enter the labor force, and international students.

The Committee concluded that for some segments of the public -- particularly older citizens and women -- information which exists is not sufficiently available.

INFORMATION SERVICES

Many citizens are not sufficiently aware of existing means through which information might be obtained -- such as referral services offered by the State's "Tie Line," college fairs, public workshops, and various other educational information and referral services provided by state and local agencies.

THE COMMITTEE RECOMMENDS THAT

● State-level agencies refine or develop methods of publicizing postsecondary education opportunities with regularly updated information. Specifically, Georgians need:

(1) A Directory which describes, for all postsecondary education sectors, the institutions and their programs that are state-approved or accredited by nationally recognized (by the Council on Postsecondary Accreditation or the United States Department of Education) accrediting bodies for distribution to counselors and advisors of postsecondary and secondary students, to other appropriate institutional officials, and to public libraries.

(2) A Tabloid which lists all postsecondary programs and institutions and sources of information about them, for distribution to all high school seniors and the general public.

(3) A Directory which describes information sources on occupational characteristics, supply and demand, and educational preparation, for distribution to counselors and advisors of postsecondary and secondary students, to other appropriate institutional officials, and public libraries.

(These recommendations are now being largely implemented by the Georgia Educational Improvement Council, the Governor's Committee on Postsecondary Education, and the Georgia Occupational Information Coordinating Committee respectively.)

● Proprietary institutions accredited by nationally recognized (by the Council on Postsecondary Accreditation or the United States Department of Education) accrediting bodies should be given opportunities to participate in all college fairs, and other public events/workshops where prospective students are provided with information about Georgia's postsecondary education opportunities.

An in-depth discussion of the findings on this topic is presented in the Committee's assessment report on Public Awareness.

GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS PROVIDE CITIZENS THROUGHOUT THE STATE WITH A BROAD SET OF EDUCATIONAL AND TRAINING OPPORTUNITIES: True or False?

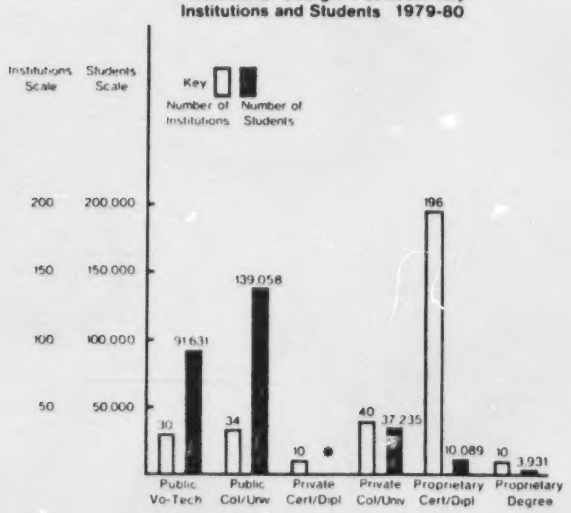
Largely True

The Committee found a diverse and comprehensive array of educational opportunities both statewide and within regions of the state. However, this diversity and comprehensiveness is limited, and overall supply/demand questions cannot be answered with available information.

INSTITUTIONAL AND PROGRAM DIVERSITY

A comprehensive inventory found 320 institutions operating in Georgia during 1980-81: 30 public vocational-technical schools, 34 public colleges or universities, 10 private certificate or diploma institutions (such as hospital schools of nursing), 40 private colleges or universities, 196 proprietary certificate or diploma institutions, and 10 proprietary degree-granting institutions. (In addition, at least 20 nonaccredited Bible colleges operate in Georgia.) The 320 institutions offer programs ranging from certificate or diploma programs six months or less in length to those awarding doctoral degrees. Included are single-purpose career-professional, multipurpose career-professional, and general academic institutions.

Number of Georgia Postsecondary Institutions and Students 1979-80



*Enrollment data not available

The first comprehensive inventory ever of all programs leading to formal awards or degrees offered in Georgia postsecondary education institutions showed over 4,600 different programs offered in 1980-81. Programs are offered in 45 of the 50 general subject areas included in the national classification system used by the Committee, spread across 618 different specific subject areas. However, this 618 represents only 50 percent of the more than 1,200 specific subject areas listed in the national classification system. Among specific programs not being offered in the State are ones in some important high technology areas.

The Committee concluded that, statewide, Georgia has a diverse and comprehensive set of postsecondary education institutions and that there is considerable diversity in instructional programs available. However, additional diversity may be desirable to meet student needs and the needs of business and industry more adequately.

SUB-STATE REGION DIVERSITY

All eight sub-state regions used by the Committee for comparative purposes were served by

general academic, single-purpose career-professional, and multipurpose career-professional institutions. Most of the sectors were represented in each region. All institutional levels were represented in four regions. The other four lacked only doctoral-level institutions. The densely populated regions of the state generally had more programs than less densely populated regions.

The Committee concluded that considerable diversity in institutions and programs exists in the various regions of the state.

GEORGIA'S EDUCATIONAL NEEDS

Does the existing diversity fit the needs of the State and its citizens? To answer this question, the Committee obtained information on the educational interests of prospective college students and the annual demand for new employees in various occupations. The Committee wanted to compare this information with the types and numbers of programs available and the numbers of program graduates. The purpose of this comparison was to see if there were program areas where a clear oversupply of programs existed in the state and in the eight sub-state regions. The data available could not be refined enough to make this analysis possible at this time.

The Committee concluded that the level of refinement of available information is not adequate to determine if the variety and number of postsecondary education programs fit the needs of the state.

THE COMMITTEE RECOMMENDS THAT

● **State-level agencies increase their ability to determine if the diversity and distribution of postsecondary education programs around the state fit the needs of Georgia's citizens. Such a capacity requires:**

(1) That an all-sector inventory of institutions and programs be maintained at least annually using a uniform classification system;

(2) That the existing data on numbers of program graduates be maintained and supplemented with data from private certificate or diploma institutions and all proprietary institutions;

(3) That the Georgia Department of Labor refine its collection and analysis of data on demand for employees in various occupations in order to permit annual estimates of future demand for persons with all types of postsecondary education training.

An in-depth discussion of the findings on this topic is presented in the Committee's assessment report on Diversity and Geographic Availability of Postsecondary Programs and Institutions.

THE FUTURE EXISTENCE OF GEORGIA'S PRIVATE INSTITUTIONS IS SECURE: True or False?

Somewhat True

The Committee found that since 1965 the number of private and proprietary postsecondary education institutions has grown. In addition, the private collegiate enrollments have been increasing in the past few years. However, the widening gap between tuition costs at private and proprietary institutions on the one hand and at public institutions on the other is a matter of concern.

SECTOR GROWTH

The Georgia environment appears to encourage the preservation of all sectors of postsecondary education. The number of institutions in Georgia has grown or remained stable in almost all sectors since 1965, with the greatest growth having occurred in the proprietary certificate and diploma category. Only private certificate and diploma institutions have declined in number, which reflects the fact that many hospital schools of nursing have merged with colleges and universities.

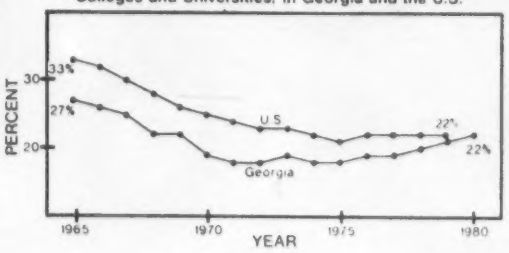
Information on total enrollments since 1965 was only available for: public colleges and universities, private colleges and universities, and public vocational-technical schools (beginning in 1970). Total headcount enrollment has grown in all three groups of institutions, with the greatest rate of increase recorded by the public vocational-technical schools.

Particularly interesting is the comparison of public and private "market shares" of total college and university headcount enrollments in Georgia (excluding proprietary college enrollments). The private share of total enrollment declined steadily from 1965 to 1971. Beginning in 1972 the private share stabilized, and its share began growing in 1976. (The year 1972 also marked the beginning of both the Tuition Equalization Grant Program and a significant expansion of federal student financial aid programs.) Apparently, the state climate in recent years has been favorable to the maintenance of a healthy private collegiate segment.

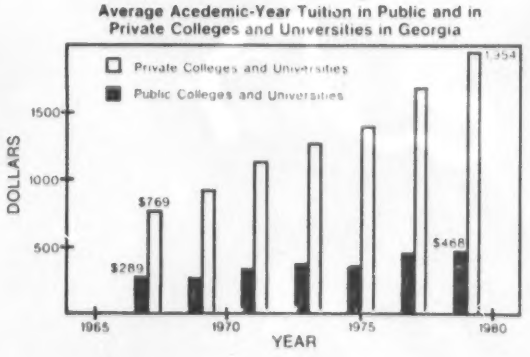
SECTOR FUNDING AND AVERAGE TUITIONS

No indication was found that the current levels of state and local government fiscal support for the various sectors of postsecondary education adversely affect the preservation of the different sectors.

Percent of Students in All Colleges Enrolled in Private Colleges and Universities, in Georgia and the U.S.



Average Acedemic-Year Tuition in Public and in Private Colleges and Universities in Georgia



Assuming that widening differences in average tuitions could adversely affect the future ability of institutions in high-tuition sectors to attract students and thus remain open, the Committee looked at tuition trends in the sectors. Average tuition is rising in all sectors, but the rates of growth are not equal.

The gap between tuitions in public institutions and in private and proprietary institutions has been getting larger. However, an extensive Committee

study of financial aid received by undergraduate students in 1979-80 indicated that needy students at private institutions had relatively low unmet financial need when their receipt of the Tuition Equalization Grant is counted. Needy students at proprietary institutions had very high levels of unmet need.

The Committee concluded that the current climate in Georgia encourages the preservation of the various sectors of postsecondary education. However, the growing differences between average tuitions at public and at private and proprietary institutions may adversely affect the two latter groups. This danger may be increased by impending changes in federal financial aid programs. Therefore, it is important that the health of the private and proprietary sectors be watched closely so that problems can be quickly identified and corrected.

THE COMMITTEE RECOMMENDS THAT

- **Enrollment and financial data on all postsecondary education institutions be regularly obtained and analyzed for use in monitoring the health of the public, private, and proprietary sectors, as well as for use in decision-making by institutions and agencies.**

- **The General Assembly adopt the policy that the Tuition Equalization Grant Program be maintained at its current level relative to per-student state support of public colleges.**

An in-depth discussion of the findings on this topic is presented in the Committee's assessment reports on Preservation of Public and Private Institutions *and* Programs Encouraging Postsecondary Participation.

GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS PROVIDE STUDENTS WITH EDUCATION AND TRAINING TO MEET THEIR CAREER NEEDS: True or False?

Largely True

The Committee found that the large majority of recent graduates of Georgia postsecondary education institutions are following careers related to their education. Various measures of satisfaction indicate that employers and students are generally pleased with the quality of instructional programs.

EMPLOYMENT STATUS OF RECENT GRADUATES

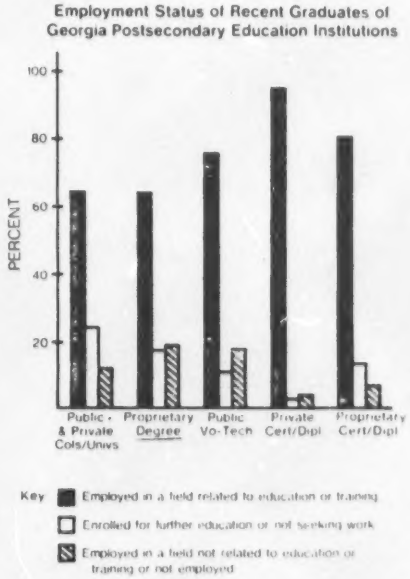
Available data on the activities of recent graduates of postsecondary education institutions revealed that about 85 percent of all recent graduates were employed in a field related to their education, were continuing their education, or were by choice not seeking work. The highest percentages were in the private and the proprietary certificate and diploma institutions. Furthermore, 77 percent of the public and private college graduates working in a field unrelated or only somewhat related to their education said they were doing so by choice, not because they could not find a job in their field. Therefore, the evidence suggests that most graduates are following career patterns related to their education.

EMPLOYER AND STUDENT SATISFACTION

Available data showed that at least 75 percent, and up to 95 percent, of public and private college graduates and students completing public vocational-technical school programs gave positive ratings to various aspects of their instructional programs.

In addition, bachelor's level graduates of Georgia institutions were generally rated as "good" by corporate recruiters when they compared these graduates to those from other states. Similarly, employers of students completing Georgia public vocational-technical school programs generally rated various aspects of the students' preparation as "good."

Finally, in Fall 1979 more first-time college students were attracted to Georgia's public and private colleges and universities from out of state than left the state to attend colleges elsewhere. This information suggests that, at the very least, the reputation of Georgia's colleges and universities does not discourage students from attending them.



The Committee concluded that Georgia's postsecondary education institutions are doing a satisfactory job of meeting the educational and training needs of their students, but their performance could be better on nearly every measure.

THE COMMITTEE RECOMMENDS THAT

- **Postsecondary Education institutions improve their efforts to assess and react to the changing relationships between their education and training programs and the career needs of their students.**

An in-depth discussion of the findings on this topic is presented in the Committee's assessment report on Responsiveness to Changing Needs.

GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS ADEQUATELY IDENTIFY AND RESPOND TO CHANGING EDUCATIONAL NEEDS: True or False?

Somewhat False

The Committee found that, while Georgia's postsecondary education institutions recognize a need to identify and respond to the educational needs of the publics they serve, many institutions do not have adequate methods of identifying those needs. In addition, institutional provisions for systematic input by students and employers/citizens into program planning vary widely. Some institutions reported that various policies, regulations, and procedures of State agencies limited their ability to respond to new and changing needs.

METHODS OF IDENTIFYING NEEDS

Georgia's postsecondary education institution apparently recognize a need to be aware of the educational needs of the publics they serve. They reported numerous means for doing this for both regular credit programs and community service activities.

However, the methods reported by the institutions for identifying public educational needs often seemed to be less than systematic. For example, while many institutions reported making contact with business and community leaders, in many cases this contact was sporadic and unplanned. Only one institution, a public junior college, reported having a formal, ongoing, and comprehensive procedure for assessing educational needs. (Several public institutions reported that they were developing such procedures.) In addition, the colleges and universities tended to rate themselves as more effective in developing community service programs that meet already identified needs than in identifying what needs exist.

The Committee concluded that many postsecondary education institutions do not have adequate methods of identifying the educational needs of the publics they serve.

STUDENT AND EMPLOYER/CITIZEN INPUT

In a majority of instances, public and private colleges and universities were found to provide formal, systematic opportunities for student input into program planning. Such opportunities

were less common at responding public vocational-technical schools. They were relatively rare at responding proprietary institutions.

Employers and citizens had formal, systematic opportunities for input at virtually all responding public vocational-technical schools. About half the public colleges and universities, and a small proportion of the private, had such opportunities for at least some of their instructional programs. Less than 20 percent of the responding proprietary institutions reported providing formal systematic opportunities for employer/citizen input.

The Committee concluded that there are wide variations among postsecondary education institutions in providing systematic opportunities for student and employer/citizen input into program planning.

FACTORS AFFECTING RESPONSIVENESS

When institutions were asked to identify factors they believed particularly encouraged or restricted their ability to respond to changing educational needs of the public, many factors were mentioned. However, no single factor was mentioned by a majority in any sector.

Two factors were mentioned more often than others as encouraging responsiveness. Both related to University System institutions:

1. The Constitutional autonomy of the Board of Regents.
2. The Legislature's "lump-sum" method of appropriating money to the University System.

Four factors were most commonly mentioned as ones discouraging institutional responsiveness in various sectors:

1. The process by which the Board of Regents allocates funds to the University System institutions.
2. The time required for Board of Regents' approval of new programs for University System institutions.
3. The teacher certification policies of the State Board of Education, which were of concern to both public vocational-technical schools and public and private colleges.
4. The perceived lack of responsiveness of the State Board of Education and State government to what the public vocational-technical schools need to accomplish their objectives.

The Committee concluued that some state agency policies, regulations, and procedures may restrict institutional efforts to respond quickly to emerging and changing educational needs.

THE COMMITTEE RECOMMENDS THAT

- **All multi-purpose postsecondary education institutions regularly use some formal means of assessing the educational needs of their constituencies.**
- **All postsecondary education institutions provide systematic means for student input into program planning and development.**
- **All postsecondary education institutions provide systematic means for input by representative employers/citizens into program planning and development.**
- **Legislation, governance, and administration be structured on the state and local levels in such a way so as to allow institutions to respond quickly and effectively to changing educational needs.**

An in-depth discussion of the findings on this topic is presented in the Committee's assessment reports on Lifelong Educational Opportunities, Responsiveness to Changing Needs, Policies Affecting Responsiveness, *and* User's Influence of Planning.

GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS COMMUNICATE AND COOPERATE WITH EACH OTHER: True or False?

Largely True

The Committee found that many Georgia postsecondary institutions communicate and cooperate with each other and are thus avoiding duplication in numerous areas of facilities, programs, and services. However, cooperation within sectors is more common than cooperation between sectors.

TYPES OF COOPERATION

Many institutions are avoiding duplication of programs, services, and facilities by cooperating with each other in such areas as joint offerings of degree programs; sharing of library resources, classrooms, and teaching labs; and joint use of facilities and services. Some institutions also cooperate with others in administrative efforts, sharing or exchanging of faculty, exchange or coordinated use of media center resources, and joint use of computer services. Further, some cooperation also occurs in continuing education programs, community development programs, and long-range planning or program evaluation.

LIAISON AND COORDINATING COMMITTEES

Most cooperative efforts in the area of long-range planning occur between the public colleges and the public vocational-technical schools. A special Liaison Committee of the Board of Regents of the University System of Georgia and the State Board of Education was established in late 1977 for the specific purpose of studying ways of improving and extending their cooperative efforts.

Some areas of mutual interest and concern which the Liaison Committee has already addressed include teacher education and certification, facilities sharing, joint college/vocational-technical school programs, and counseling services for students. Currently, it is working with the public junior colleges, four-year colleges and universities, and the vocational-technical schools to establish local Coordinating Committees to increase cooperation. However, representatives of the proprietary and private sectors are not included.

REASONS FOR COOPERATION

Most cooperation takes place between institutions in the same sector. Furthermore, none of the sectors indicated that "eliminating duplication" was a high priority reason for cooperation among institutions. Only the public colleges and universities emphasized "achieving greater efficiency" as an important reason for cooperation.

On the other hand, the three highest ranking reasons for cooperation which were given by all sectors -- to expand diversity of experiences, to increase accessibility, and to increase quality of programs and services -- certainly appear to indicate that many institutions are striving to utilize educational resources more effectively.

The Committee concluded that many institutions are communicating and cooperating with other institutions in the same sector by sharing instructional programs, facilities and services in ways that help avoid duplication of effort and resources. However, cooperation is much less common between institutions in different sectors.

THE COMMITTEE RECOMMENDS THAT

- To promote program quality and the avoidance of unnecessary duplication, Georgia's postsecondary education institutions maintain at least the currently existing level of cooperation within sectors.
- The institutions seek to increase cooperative arrangements and endeavors with other sectors located in their region of the State.
- In order to promote communication among all sectors, the Board of Regents and the State Board of Education expand the function and membership of the local Coordinating Committees to include, in a non-voting capacity, a representative of accredited private institutions and a representative of proprietary institutions accredited by nationally recognized (by the Council on Postsecondary Accreditation or the United States Department of Education) accrediting bodies.

An in-depth discussion of the findings on this topic is presented in the Committee's assessment report on Cooperation to Avoid Duplication.

GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS PROVIDE ADEQUATE EDUCATIONAL AND CAREER COUNSELING SERVICES TO STUDENTS: True or False?

Somewhat False

The Committee found that virtually all public and private postsecondary education institutions provide academic, personal, and career counseling and career placement services. However, except for personal counseling, these services were not found to be as effective as desirable.

ACADEMIC AND PERSONAL COUNSELING

A survey of 73 public, private, and proprietary institutions showed that all provided their students opportunities for academic counseling, personal counseling, and career placement assistance. All but one provided career planning opportunities.

However, 52 percent of the institutions reported that 80 percent or less of their students used academic counseling services, including 19 percent who reported a usage rate of 50 percent or less. In addition, only 53 percent of the institutions considered their academic counseling programs to be highly effective. Also, a Southern Regional Education Board report of 1977 graduates of Georgia public and private colleges and universities said that only 29 percent were highly satisfied with the academic guidance they received.

The Committee concluded that, although academic counseling is available to students, it is not being widely used and it is not effective enough. However, the Committee did conclude that the effectiveness of personal counseling programs is satisfactory.

CAREER COUNSELING AND PLACEMENT SERVICES

Career planning programs for students were most highly rated on effectiveness by proprietary institutions and public vocational-technical schools. Public and private colleges generally rated their programs as less effective. However, of those 1977 graduates of public and private colleges who sought career planning assistance, 71 percent were satisfied with the service.

Regarding the career placement services of colleges and universities, 67 percent of the 1977 graduates using the service were satisfied with it. However, only 7 percent of the 1977 college graduates reported that they had learned of the job they held about six months after graduation from the college placement office. Other sources of information included: direct contact with employer (33 percent), jobs in which they were already working (22 percent), and friends or relatives (16 percent).

The Committee concluded that the effectiveness of career planning and career placement services in public and private colleges needs to be improved.

THE COMMITTEE RECOMMENDS THAT

- **All Georgia postsecondary education institutions take steps to ensure the availability of systematic and effective academic counseling to all students enrolled in programs leading to a degree or other formal award. It is specifically recommended that the Board of Regents of the University System of Georgia maintain its commitment to such improvement. To all institutions, the Regent's 1980 report on Academic Advisement is recommended as a source of ideas on potential methods for improvement.**

- **Public and private colleges and universities take steps to improve the effectiveness of their career planning and placement services.**

An in-depth discussion of the findings on this topic is presented in the Committee's assessment report on Counseling, Advisement, and Career Services.

GEORGIA'S POSTSECONDARY INSTITUTIONS PROVIDE ADEQUATE EDUCATIONAL OPPORTUNITIES FOR THE CHANGING COMPOSITION OF THEIR STUDENT BODIES: True or False?

Largely False

The Committee found that non-credit, part-time, special/remedial, and public service learning opportunities are not being adequately provided for groups of students traditionally underrepresented in postsecondary education institutions. In addition, the financial needs of students from these underrepresented groups are not met as well as other students' financial needs.

NON-CREDIT OPPORTUNITIES

One way adults over 24 receive postsecondary training is in continuing education (non-credit) courses. The Committee found that just 66 percent of Georgia's degree-granting postsecondary education institutions have continuing education programs. Nearly all (96 percent) continuing education enrollment was at public colleges or universities. Participation in non-credit instruction varied significantly in different parts of the state. Occupational training and retraining were identified as the foremost educational needs of adults over 24 in the state.

The Committee concluded that, although about three-fourths of the private colleges and universities state that providing continuing education (non-credit) opportunities is part of their role, few such opportunities are being provided by these institutions.

OPPORTUNITIES FOR PART-TIME STUDENTS

Many students can attend postsecondary institutions on only a part-time basis. The Committee found that just less than half of all regular credit instructional programs could be completed through attendance during evenings and weekends.

The Committee concluded that there are considerable opportunities available for part-time student attendance. However, room for improvement remains.

OPPORTUNITIES FOR SPECIAL/REMEDIAL STUDIES

Many students have needs for special or remedial studies as they enter the postsecondary education mainstream. Just less than half of all institutions offer special or remedial studies. Public institutions offer such programs far more than others.

The Committee concluded that public postsecondary education institutions offer more opportunities than those in other sectors for special/remedial studies.

PUBLIC SERVICE ACTIVITIES

Another way that many citizens are provided educational opportunities is through public service activities. However, despite the fact that many institutions declare that providing such activities is part of their role, not much is provided. Doctoral-granting universities provide virtually all of these activities, most of which are performed under contract with the federal government. The most effective community services programs appear to be in public colleges or universities.

AGE GROUP PARTICIPATION

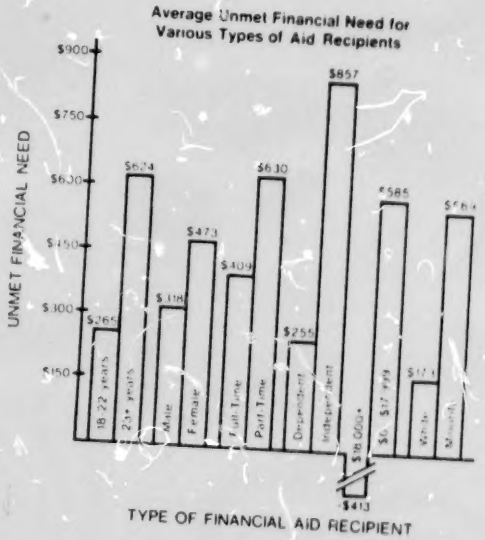
Among Georgia postsecondary education institutions, 18 to 22-year-old students make up almost half of the enrollments. Less than 4 percent of the enrollees are over 46 years old, where more than one-fourth of the state's population falls. This low rate of participation is similar to the national rate. However, the proportion of the population over age 24 is growing.

The Committee concluded that participation rates of adults over 24 in credit and non-credit postsecondary education programs is lower than desirable.

FINANCIAL AID INEQUITIES

Financial need is considered a major barrier to attendance for many students. The Committee found that many types of students who sought financial aid on the basis of need had higher unmet need than others. (The following section addresses student financial aid in greater detail.)

The Committee concluded that the administration of financial aid has apparently not responded to the changing composition of postsecondary education enrollments.



THE COMMITTEE RECOMMENDS THAT

- **Private colleges or universities having a public service mission strive to offer more programs in local areas where need and demand clearly exist, and strive to improve the effectiveness of their community service programs.**
- **All postsecondary education institutions encourage adults over 24 to participate in programs matching their needs and interests.**
- **All institutions offering postsecondary education programs in those parts of the state where continuing education/non-credit participation rates are low serve better the learning needs of adults over 24 through both regular credit and non-credit programs.**
- **Those individuals and organizations who set criteria for receipt of financial aid, and administer financial aid distribution, design and aggressively implement eligibility criteria for financial aid programs so that the financial need of all types of students is more equally met.**

An in-depth discussion of the findings on this topic is presented in the Committee's assessment reports on Lifelong Educational Opportunities *and* Programs Encouraging Postsecondary Participation.

LACK OF MONEY IS A SERIOUS PROBLEM FOR MANY GEORGIA POSTSECONDARY STUDENTS: True or False?

Largely True

The Committee found that the level of financial aid provided to Georgia postsecondary education students is inadequate and the vast majority of financial aid is from federal sources. Furthermore, there is a maldistribution of financial aid, with more needy students often not receiving as much as others.

LEVEL OF FINANCIAL AID

About 47,000 undergraduate students (20 percent of the 1979-80 undergraduate enrollment) applied for aid on the basis of need and received some financial aid. In total, they received about $83 million. However, the estimated expenses of these students was $159 million. The students and their families were expected to pay about $59 million. Total aid and family contribution are used to offset the estimated expenses. The figures thus show an unmet financial need of about $17 million. This comes out to about $400 per recipient for that academic year.

The Committee concluded that the levels of financial aid available to recipients who file applications on the basis of need are inadequate to cover the expenses associated with attending postsecondary education institutions.

FEDERAL FINANCIAL AID

Seventy-three percent of all financial aid given to the students studied was from federal sources. At this time major cuts in federal financial aid programs are being considered.

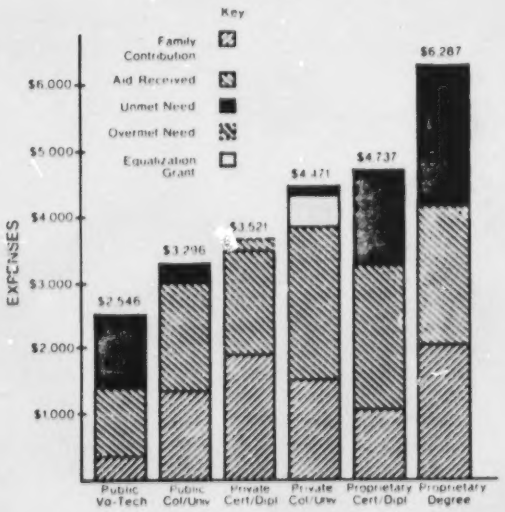
The Committee concluded that financial aid programs in Georgia are highly vulnerable to changes in federal financial aid policies.

DISTRIBUTION OF FINANCIAL AID

Unmet need existed in virtually all sectors. The average unmet need was highest for recipients in the proprietary sector. Despite low charges to students in public vocational-technical schools, these students showed the next highest amount of unmet need. However, many vocational-technical students receive CETA training funds which probably reduces this high unmet need. (The Federal government is considering phasing out portions of CETA.) Levels of unmet need were intermediate in public colleges and universities. The levels of unmet need were lowest for private college or university recipients when the Tuition Equalization Grant they receive is included and for recipients in private certificate/diploma institutions.

The Committee concluded that financial aid was inadequate for needy recipients in virtually every sector. Available aid most nearly met financial need in private colleges or universities (when the Tuition Equalization Grant is counted). Available aid was least adequate to meet financial need in proprietary institutions. Available aid was clearly inadequate in public vocational-technical schools when CETA is not counted.

Average Expenses, Family Contribution, Aid Received, and Unmet Need of Georgia Financial Aid Recipients 1979-80

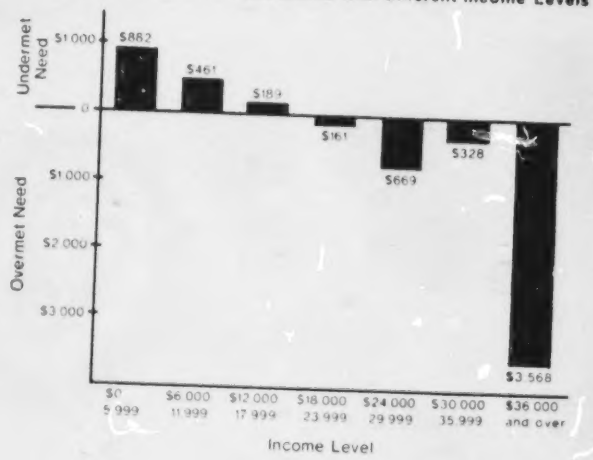


Financial aid recipients from families with incomes over $18,000 who applied for aid on the basis of need received more aid than needed and thus had overmet need. At the same time, recipients from lower income families had unmet financial need. In addition, recipients of aid not financially dependent upon their parents had much higher unmet need than dependent recipients. Black students had noticeably higher unmet need than did white students. Part-time recipients had much higher unmet need than full-time recipients. Finally, older recipients and women had higher unmet need than male or younger recipients.

The Committee concluded that there is a maldistribution of student financial aid in Georgia. Financial aid is not, in many cases, going to the most needy.

Also, the Committee is concerned that the categories of capability and merit are not adequately addressed in the needs based formulas. These categories should be factored into the priorities and amounts of aid and awards to students.

Average Unmet Need and Overmet Need of 1979-80 Georgia Financial Aid Recipients With Different Income Levels



THE COMMITTEE RECOMMENDS THAT

- **Student financial aid programs be adjusted to eliminate overmeeting of student need, and the resultant savings be made available to unmet needs of various student populations.**
- **Students attending proprietary institutions accredited by nationally recognized (by the Council on Postsecondary Accreditation or the United States Department of Education) accrediting bodies be eligible for State Student Incentive Grants as are students attending accredited institutions in other sectors of Georgia postsecondary education.**

An in-depth discussion of the findings on this topic is presented in the Committee's assessment report on Programs Encouraging Postsecondary Participation. The Committee will be reporting later this year on the impact in Georgia of changes in Federal aid programs.

THE REST OF THE PORCUPINE

WHERE WE ARE

Part of the postsecondary education porcupine has been brought out from under the tub. The general focus of this report has been on the availability of an adequately diverse set of postsecondary education opportunities. Nine related concerns that the Committee has heard from Georgians during the past several years have been investigated.

WHERE WE NEED TO BE

But Georgians have other concerns besides those discussed in this report, so the Committee will be trying to get the rest of the porcupine out from under the tub.

During the coming year, as the Committee completes its assignment from the Governor, it will deal more directly with vital concerns affecting effectiveness and efficiency. These concerns will be approached from several directions. For example, the Committee will recommend State policies and needed actions in the related areas of program accessibility and duplication.

In addition, the Committee will recommend a comprehensive State policy on student financial aid. This is especially needed in light of significant changes currently taking place in federal financial aid policies. The Committee will also study the impact of admissions policies and remediation practices on postsecondary education excellence and accessibility and recommend necessary changes.

These topics, and others that may be examined, will not be easy to address. The process of getting the postsecondary education porcupine out from under the tub is not simple. Furthermore, the entire porcupine will probably never come out. Important concerns may not be addressed. Some cannot be adequately examined from a state-level perspective. Nonetheless, the Committee believes that this work has and will assist Georgia in streamlining its efforts to provide its citizens with the best and most efficient postsecondary education opportunities possible.

HOW TO GET THERE

In 1979 the Committee completed its first task, the development of an Action Agenda for

the 1980's. Now part of the agenda has been realized: Georgia has a set of state-level postsecondary education goals to provide a framework for evaluating Georgia postsecondary education and establishing policies and priorities for efficient resource allocation. One year of assessing goal achievement has been completed, and one year of assessment remains. But much of the agenda remains: establishing an on-going process for assessing emerging issues, identifying economic trends affecting postsecondary education, reviewing institutional roles in basic skills education, and increasing the efficient and effective use of limited public resources.

The 1979 report stated that a continuing advisory commission for postsecondary education was needed if this Action Agenda was to be completed. This year's assessment work has also revealed state needs that could best be addressed by such a commission. For example, the current report recommends an annual inventory of programs, expanding the collection of program graduate information to include all sectors, continual monitoring of the health of the private and proprietary sectors, and the enhancement of intersectoral communication and cooperation.

The Committee concludes that Georgia's long-term interests will be best served if a permanent advisory commission for postsecondary education is established. Such a body could complete the Agenda by providing a forum where issues and problems can be identified, analyzed, and evaluated, and where recommendations for improvement can be developed.

THE COMMITTEE RECOMMENDS THAT

- **The General Assembly establish in statute a postsecondary education commission, which would have advisory rather than governing authority, to collect and analyze information on postsecondary education in order to monitor the effectiveness and efficiency of Georgia postsecondary education; to report annually to the Governor, the General Assembly, and the people on the status of postsecondary education and recommend to State Government or postsecondary education steps necessary to maintain or improve the achievement of the established statewide goals by postsecondary education; and to issue such other reports as necessary to advise the Governor, the General Assembly, or postsecondary education on recommended actions in specific problem areas identified by the commission. The membership would be representative of public higher education, private higher education, vocational-technical education, proprietary education, and the general public.**

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